



## Lesson: Time Traveler



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### Introduction to the Lesson/Activity

A time machine has enabled us to travel back to the year 1906. Pack your bags for a trip of a life time. Students will learn about periods in

history by creating travel brochures for time travelers. Grade k-12

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### Objectives

Students will:

1. learn what makes a good travel brochure by thinking critically about brochures they have studied.
2. create a brochure that demonstrates strong research skills and an understanding of the culture being explored.
3. meet expectations set forth in a project rubric.
4. read primary sources effectively
5. work collaboratively as a group
6. learn about the Civilian Conservation Corps and its role in developing Platt National Park
7. learn the history of Chickasaw National Recreation Area.

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### Materials

Collection of various travel brochures  
Library or Internet access

Paper or Microsoft Publisher (other software)  
Pencil

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## Activity

### Before the Lesson

Collect a wide variety of travel brochures from travel agents and other sources. Arrange students into groups and give each group a handful of brochures to explore. Explain to students that they are going to be designing a travel brochure, so they need to look at the sample brochures with an eye to their layout, the kinds of features they highlight, how they are illustrated, and the style in which they are written. After studying the brochures at hand, invite each group to share information about the features that "worked" in the brochures they examined. (For example: Did students find maps? photos? diagrams? What else did they find?) How did the brochure writers use language to entice travelers? What kinds of words were used? (Did students see lots of descriptive adjectives? Names of towns and tourist sites?) How was text presented? (Was text lengthy or was it presented in "sound bites"? Was bulleted text used to highlight information in an easy-to-read style?)

### Technology Options

I had students use Microsoft Publisher for this assignment. Students turned in color printouts of their brochures. I have a smart board in my classroom the students also did a class presentation of their project. You might employ different technology. Paper folded, pictures cut from a magazine, and tracing a map would meet all the same criteria. Depending on the level of student you teach will depend on the use of technology. You could even use a story book program to complete this project.

Students will work in small groups to create a brochure. (Options: the assignment could be completed by individual students or students working in pairs.) Each brochure should include: a detailed map of Chickasaw National Recreation Area, a list of major events in the history of the park, how the park got each of its' names, facts about the CCC, what is an aquifer, how natural geography played an important role in the lives of people, and the location of the park.

### Introduction:

Imagine that you are a ranger of the National Park Service. You have been employed by the government to promote tourism as an industry. One of your first tasks is to design a travel brochure. This brochure will be distributed in large numbers at rest stops, restaurants, and local schools through your state.

### This is what you do:

- Prepare a letter-size sheet of paper by folding twice to form a tri-fold brochure.
- That will give you three outside areas, or "panels," to work with and one large area, or "spread," inside.

### Prepare your information:

- Review library and Internet resources about the Chickasaw National Recreation Area. Extend your knowledge of the region and the culture by carrying out this research.
- Arrange your information according to "topics" based on the assignment. For example, you might gather all information collected about the seven springs within the park, various structures created by the *Civilian Conservation Corp* (CCC), etc. . .

### Tips for designing a brochure:

- Create a colorful and eye-catching cover for your brochure.
- Remember that you want to attract visitors; you will want to present hardship and danger on the journey as excitement and adventure.
- Make your brochure as attractive, appealing, and informative as you can.
- Balance text with illustrations and use plenty of color.

<b>Key Vocabulary</b>	Civilian Conservation Corp, National Park Service, Chickasaw National Recreation Area, Flora, Fauna, Species,	Landforms, Geographic Features, Recreation, and Medicinal
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What are the reasons why people came to Sulphur Springs Reservation in the early 1900's?</li> <li>2. What are reasons why people want to come to Chickasaw National Recreation Area today and how are</li> </ol>	<p>people [visually] persuaded to come here?</p> <ol style="list-style-type: none"> <li>3. What was the significant role of the CCC at Chickasaw National Recreation Area?</li> </ol>
<b>Oklahoma Pass Standards</b>	<p><b>Kindergarten</b> Language Arts: Vocabulary: Standard 4 Oral Language/Listening and Speaking: Standard 1, Standard 2 &amp; Standard 3</p> <p><b>Grade 1</b> Language Arts: Standard 4 Oral Language/Listening and Speaking: Standard 1, Standard 2, &amp; Standard 3</p> <p><b>Grade 2</b> Oral Language/Listening and Speaking: Standard 1, Standard 2, &amp; Standard 3</p> <p><b>Grade 3</b> Oral Language/Listening and Speaking: Standard 1, Standard 2, &amp; Standard 3 Social Studies 1 Visual Art: Standard 2</p> <p><b>Grade 4</b> Language Arts: Oral Language/Listening and Speaking: Standard 1, Standard 2, &amp; Standard 3 Visual Art: Standard 2 &amp; Standard 3 Social Studies Standard 1</p> <p><b>Grade 5</b> Language Arts: Oral Language/Listening and Speaking: Standard 1, Standard 2, &amp; Standard 3 Visual Art: Visual Art: Standard 2 &amp; Standard 3</p>	<p><b>Grade 6</b> Language Arts: Oral Language/Listening and Speaking: Standard 1, Standard 2 World Studies: Standard 1 &amp; Standard 2 Social Studies Standard 2 Visual Art Expression: Standard 3</p> <p><b>Grade 7</b> Social Studies Standard 1.4 Language Arts: Visual Literacy Standard 1 Language Arts: Oral Language/Listening and Speaking: Standard 1, Standard 2 Visual Art Standard 3</p> <p><b>Grade 8</b> Social Studies: Standard 1 &amp; Standard 2 Language Arts: Visual Literacy Standard 3 Language Arts: Oral Language/Listening and Speaking: Standard 1, Standard 2</p> <p><b>High School – OK History: Standard 1</b> <b>United States History 1850 to the Present</b> Standard 1 Standard 4 Visual Art: Standard 2</p>
<b>Other Suggested Activities</b>	<p>Ask the students to write one journal entry (first person) from the perspective of a CCC worker, based on the sources they have read or learned.</p> <p>Create a timeline of events for Chickasaw National Recreation Area</p>	<p>Expanded Lessons interactive games for students for use of smart boards or computers  <a href="http://www.nps.gov/webrangers">http://www.nps.gov/webrangers</a> or  <a href="http://www.nps.kidzone">http://www.nps.kidzone</a></p>